

2 The natural world

The world is changing

Lesson profile

Vocabulary	Geographical features
Reading	<i>The Earth: A changing planet</i>
Grammar	Verbs we don't usually use in the continuous
Pronunciation	The sound 'th'
Listening	A description of the UK
Speaking	Describe the geography and weather of your country

Warmer

To practise the new vocabulary and alphabet sounds from Unit 1, play *Battleships*. Ask the students to make two 8x8 grids in their notebooks. They label the bottom of each grid A–H and the side I–P. In one grid they write six new words from Unit 1, horizontally, vertically or diagonally, one letter in each cell. The other grid they leave blank.

Arrange the students into pairs. They take turns to guess each other's letters by reading out coordinates (the alphabet letters) and try to find their partner's six words. For example:

Student A: B/P?

Student B: No, my turn. D/J?

Student A: Yes, the letter K. (Student B writes K in square B/P on his/her blank grid.)

VOCABULARY AND READING

- 1 Elicit the easier words *sea* and *river*: *What do we call the water next to the beach?* (sea) *And the water that runs into the sea?* (river)

Books open, ask the students to look at the words in the box and see if they are in the pictures. As examples, the students should name famous or local places, like the Black Sea or the *hill* near our school. Drill the new vocabulary.

Answers

Volcano is in the top right picture; *hills* can be seen in the background of the third picture on the right; *mountains* are seen in the bottom picture below the text.

Extension activity

The students draw one of the words on the board for the other students to shout out what it is.

- 2 Ask the students to find these things on a real or online map: Mount Everest, the Amazon, the Baltic Sea, the Arctic and Greenland.

Arrange the students into pairs to discuss the questions. For the second question, ask them to think about changes in different categories like climate, animals and people, giving some examples, e.g. *people are moving around more*, etc.

Pre-teach *earthquake* (it's easier to demonstrate by shaking the desk!) and tell the students to check their ideas in the reading text.

Language note: you can say *the Earth* or just *Earth* with no article.

Answers

- 1 4.6 billion years
2 Temperatures are rising; the weather is wetter in some places and drier in others; there are more big storms; the Arctic is getting warmer.

- 3 Do the first one together. Ask the class to read the first paragraph and decide which heading fits it best (C). Then ask them to say why – which information gave them the answer. (the word *old*)

Ask the students to do the same thing for the other paragraphs. In feedback ask them to say why.

Answers:

- Paragraph 1 – C (*4.6 billion years old*)
Paragraph 2 – D (*changing because of*)
Paragraph 3 – B (*It's normal ... but ... are worried*)
Paragraph 4 – A (*Farmers in Greenland like the warm weather*)

Extension activity

Early finishers can search the internet for 'the oldest in the world'. For example, the oldest mountains in the world are probably the North Georgia mountains in America, over 1 billion years old.

- 4 Ask *Which word in paragraph 1 means 'think but don't know for sure'?* (believe) The students then work individually.

Mixed ability

With **stronger students**, you could do the task orally, reading out the definition and not giving the first letter. With **weaker students**, tell them that the words are in the last two paragraphs of the article, in the order of the questions.

Answers

- 1 temperature 2 wetter 3 drier 4 storm 5 farmer
6 warm

GRAMMAR Verbs we don't usually use in the continuous

- 5 The students find and underline the verbs in the text and say which tense they are in. They then tick the verbs in the second box which belong to the same category.

Answers

The verbs in the first box are all in the present simple.

The verbs in the second box which are about thinking, feeling and owning are: *belong to, hate, love, need, want, have*.

Language note: *Have* can be used in the present continuous in phrases like *have a shower*. *Think* is used in the present simple for giving opinions, e.g. *What do you think about climate change?* but in the present continuous to describe the thought process, e.g. *What are you thinking about?* The other verbs are not impossible in the continuous in some contexts but the rule is a good one for this level.

Alternative presentation

Write on the board *John is learning Spanish. He knows it well*. Underline the two verbs and say, *States are about facts, they are true or false, but processes describe what is happening. Which verb in the sentence is about a state [knows] and which one is about a process [is learning]?* Explain that state verbs rarely go in the continuous form. Continue the example on the board and elicit the correct forms: *He (want) to go to Argentina and so he (save) money for the trip. [wants / is saving]* The students can then do Exercise 5.

→ Grammar reference Student's Book page 148

- 6 Tell the students to think about the verbs in Exercise 5.

Answers

- 1 hate 2 wants 3 are you singing; need 4 belongs
5 love 6 'm/am running


Corpus challenge

Ask the students to write down two things that a) they don't have and don't need; b) they have but they don't need; c) they don't have but they need. Give an example for each category: bad friends; a bright green skirt; a present for their mum's birthday. Then ask them to find the mistake in the corpus example.

Answer

I'm needing I need

LISTENING

- 7  1.06 Books closed, ask the students (some of) these general knowledge questions about the UK:
Which countries are in the UK? (England, Scotland, Wales, Northern Ireland)
What is the capital of Wales? (Cardiff)
What language do they speak in Scotland?
(English – very few people know Scottish Gaelic)
What is the second biggest city in Britain? (Birmingham)

Go through the notes and ask the students to predict what the answers might be: **1** is a noun, the name of an island; **2** and **3** are nouns, something from geography; **4** is the name of a river; **5** is difficult to work out, but it is something the UK *doesn't* have; **6** and **7** are adjectives. They then listen and check their predictions. To make it easier, you could stop the recording after each answer is given.

Cultural background

The UK is England, Scotland, Wales and Northern Ireland; **Great Britain** is England, Scotland and Wales; the **British Isles** is a geographical unit – the UK and smaller islands like the Hebrides, near Scotland. Many people use *the UK* and *Great Britain* to mean the same thing.

Answers

- 1 Great Britain 2 sea 3 mountains 4 Severn 5 weather
6 colder 7 wetter

Audioscript

I come from the United Kingdom. It's often called the UK. The country is made up of several islands. The biggest one is called Great Britain. It's the ninth biggest island in the world. There are lots of smaller islands too. Many of them are in Scotland. No one in Britain lives more than 120 kilometres from the sea. Northern Ireland is part of the United Kingdom too.

There are lots of hills in the UK. We have some mountains, but not many. Most of them are in Wales, the north of England and the north of Scotland.

England has some very beautiful lakes. They are in the north west. It's a popular place for holidays.

Most British rivers are not very long. The longest is the River Severn, which begins in Wales. It's 338 kilometres long. Other important British rivers are the Thames, which goes through London, and the Clyde in Scotland.

The UK doesn't have great weather. It rains a lot and it never gets very hot. The south is warmer than the north, and the east is the driest part of the country.

The weather in the UK is changing at the moment. Winters are getting colder, with more snow, and summers are getting wetter. Sometimes we have big storms.


PRONUNCIATION th: /θ/ and /ð/

- 8  1.07 Play the recording of the two sounds.

These sounds are specific to English, so you will need to show how the sounds are made, by exaggerating how the tongue makes contact with the upper teeth.

The difference between them is 'voicing' and you can demonstrate this by asking the students to put their hands over their ears and hearing the buzzing for /ð/.

A good contrast is *breath* /θ/ versus *breathe* /ð/ but you will need to demonstrate the meaning of these words.

-  1.08 After the students have put the words into the correct part of the table, play the recording for them to check their answer. Then play it again for them to repeat.

Answers

/θ/ Earth: north, south, thing, think

/ð/ weather: other, there, these, this

Language note: the main problem with these sounds is pronouncing them together with sounds like /s/, /k/ and /z/, so it is worth drilling combinations like *this thing* (s + θ), *his thing* (z + θ), *sixth* (ks + θ), *what's that* (s + ð) and *Smith's there* (θ + s + ð).

Extension activity

Arrange the students into groups. Brainstorm words with *th*-sounds. The students should make a sentence with as many *th*-sounds as possible. Give an example: *The three mothers there think that these clothes are the best in this weather.* Collect all the sentences, correct any errors, and make them into a list for the whole class to read and repeat.

SPEAKING

- 9 Say to the students: *That was the UK, but what is interesting in our country?* Show them the list in Exercise 10 and get some examples in each category. Arrange them into pairs to make notes and prepare their talks.
- 10 Arrange pairs together into groups of four. The talk could be done as a PowerPoint presentation and/or recorded. Ask each pair to tick the list and complete these two sentences after they have listened to the talk:
- This talk was good because
(you spoke about all of the things)
- To make this talk better you can
(speak more clearly)
- They should also ask and answer (two) questions about each other's talk. For example *Where did you get the information about the weather changes?*

Cooler

Write these sentences on the board (or dictate them) and ask the students to correct them.

- 1 A mountain is a small hill. (~~small~~ big)
- 2 A volcano is water with land around. (~~volcano~~ lake)
- 3 It is dry in a storm. (~~dry~~ wet)
- 4 *Thing* and *this* begin with the same sound. (~~the same~~ a different)
- 5 She is understanding the question. (~~is understanding~~ understands)
- 6 It rains now. (~~rains~~ is raining)
- 7 Are you knowing French? (~~Are you knowing~~ Do you know)

Wild animals

Lesson profile

Vocabulary	Animals
Listening	Key Listening Part 2
Reading	<i>The Giant Panda</i>
Speaking	Ask and answer about animals
Writing	A text about an animal; prepositions <i>about, around, between, including</i>

Warmer

Spell out this sequence letter by letter for the students to separate into words and write down as a sentence: Today's lesson is about animals.

The learners could then write a short sentence and repeat the activity in pairs.

VOCABULARY

- 1 Ask *Which of these animals do you know?* before the matching.
- Arrange the students in pairs to answer the questions. Pre-teach *rare*: *Something which is rare is very unusual, for example snow in summer.* Pre-teach *the wild*: *The wild is the natural place for animals to live, not a zoo.*
- Question 4 could be done as a brainstorming exercise with the whole class, one student writing them on the board, or in groups. Ask the students to name animals in a certain category, like ones that live in your country or ones that are dangerous, and give a number, say six animals, otherwise they may use their mobile devices or dictionaries to find lots of unusual animals!

Answers

- a lion b dolphin c snake d penguin e monkey
- 1 **lions** – Africa; **dolphins** – all the oceans of the world; **snakes** – in most countries; **penguins** – in the southern hemisphere (South America, South Africa, South Australia, Antarctica); **monkeys** – South America, Africa, southern Asia
- 2 **lions** – savannah grassland, plains, open woodland; **dolphins** – sea; **snakes** – forests, deserts, prairies; **penguins** – sea, rocks near the sea; **monkeys** – forests
- 3 Lions and snakes can be dangerous.
- 4 The lion, penguins and monkeys are in a zoo.
- 5 Other animals at A2 level: *bear, chicken, dinosaur, duck, insect, mouse, rabbit, rat*

About you

- 2 This could be done in pairs or, to maximise speaking opportunities, as a class survey with the students asking the questions to as many other students as they can in a time limit.

Extension activity

The students turn the results of the survey into a pictograph. They make a graph with the number of pictures of the animal corresponding to how many students like it (look up 'animal pictograph' on Google for examples). This could be done on paper or electronically.

LISTENING

● Prepare for Key for Schools

Listening Part 2


Task description

In Listening Part 2, students listen to two people talking and they have to match two lists of items, for example people and their hobbies, or days of the week with activities.

Exam tips

Tell the students that there are five questions plus an example, and eight answers, so there are two answers they don't need to use. They may hear two or more words from the list of answers for each question, but only one will be correct. They must listen for the meaning to choose the right one.

→ See Exam Profile 4, Student's Book page 127.

- 3  **1.09** Before the first listening, check that the students understand the situation and instructions: *Who took the photos?* (Uncle Liam) *You need to put a letter next to each animal. The letter is a ...* (country). Tell the students that they can use each letter once only.

Go through the answers with the students, pointing out the wrong answers as well as the right ones and the key words. The task is tricky because other countries are mentioned around the correct answer.

Answers

- 1 C Gina asks about Kenya but Liam says *I took that in India*.
- 2 B Liam says there are snakes in Africa and India but *I took that picture in England*.
- 3 H Gina asks about New Zealand but Liam says *That [photo] was in South Africa*.
- 4 G Liam says he saw dolphins in Mexico and Argentina but *I took that photo in Scotland*.
- 5 E Gina thinks the picture is from India but Liam says *I took that in Mexico*.

Audioscript

Gina: You're really good at photography, Uncle Liam!

Liam: Thanks, Gina.

Gina: Did you take this picture of a lion when you were in Kenya last year?

Liam: That's right.

Gina: You're so lucky – I never go to exciting places like that! Did you take that picture of a monkey there too?

Liam: I took that in India. We were at a market and they were eating all the fruit.

Gina: I can't believe you took this picture of a snake! Weren't you afraid?

Liam: No, I was excited! Anyway, it's not dangerous, like the ones you see in Africa or India. I took that picture in England, when I was hiking.

Gina: Really?! And this is such a great picture of a penguin! Did you take it in New Zealand?

Liam: That was in South Africa. It's funny, isn't it?

Gina: Yes! This dolphin picture's good too.

Liam: Oh, yes. I saw dolphins in Mexico and Argentina, but I took that photo in Scotland.

Gina: And finally this amazing elephant. You took that in a forest in India, I suppose?

Liam: Er ... I took that in Mexico.

Gina: What??

Liam: In a zoo, Gina!

Gina: Oh, right!

Get talking!

See Student's Book page 130.

Answers

- 1 Conversation 1 – photo 1 Conversation 2 – photo 2
Conversation 3 – photo 3
- 2 1 – conversation 1 2 – 3 3 – 2 4 – 1 5 – 3
6 – 2 7 – 1

1.10 Audioscript

Conversation 1

Boy: Hi, Daisy! Happy birthday for yesterday! Did you have a good day?

Daisy: It was brilliant – my mum took me and my cousins to a theme park.

Boy: You're so lucky! I love theme parks.

Daisy: They're fantastic, aren't they? We had a really good time.

Conversation 2

Girl: What did you do in the school holidays, Pete?

Pete: I went on a climbing course.

Girl: What?? I didn't know you liked climbing.

Pete: I do now! It was great fun. And I made lots of new friends.

Conversation 3

Boy: Tariq – you need to come to my house this afternoon.

Tariq: Really? Why?

Boy: We need to start work on our science project! The teacher wants it on Tuesday.

Tariq: Oh, right. I forgot about that. OK, then!

READING

- 4 Use the picture to pre-teach *panda* and *bamboo*. Give an example of a panda fact like *There is one in our zoo*. The students write down three more things. As an alternative, or extension, ask the students to write three things which they would like to know about pandas, for example, *Do they only eat bamboo?*

The students then check if these ideas and questions are answered in the text.

- 5 Demonstrate the task orally: *Pandas live in bamboo forests*. (right) *Most pandas live in zoos*. (wrong) When you go through the answers, make the students tell you what is wrong with the 'no' answers.

Answers

- 1 X (now they only live in China)
- 2 X (they sometimes eat other things)
- 3 ✓
- 4 X (they eat bamboo after four months)
- 5 X (the number is between 1000 and 2000)
- 6 ✓

SPEAKING

- 6 This task is similar to Key Speaking Part 2, see page 30.

Books closed, say *We are going to read about some more rare animals. What questions have you got about them?* In pairs, they should write down six questions in note form, for example *What name?* and, books open, compare them with the ones in the exercise.

Ask the students to write out the questions in full grammatical sentences and drill them.

Arrange the students into new pairs. to make questions from the prompts on Student's Book page 135 and answer them.

With **weaker groups**, do some work on question forms first. For example, give them the questions with the words mixed up for them to put in the right order.

Answers

- 1 What kind of animal is it? 2 Where is it from? 3 Where does it live? 4 What does it eat? 5 How much does it weigh? 6 How many are (there) left in the wild?
- 7 What are the babies called? 8 How many babies does a female have? 9 How long does a baby stay with its mother?

WRITING

Prepare to write

GET READY Go through the text and clarify the meaning of each preposition. For example:

They spend about 12 hours a day – Does 'about' mean exactly 12 hours? (no)

also eat other things, including plants, fish ... – Do pandas eat plants and fish? (yes)

pandas weigh between 75 and 135 kilograms –

Could a panda weigh 70 or 140 kilograms? (no)

pandas stay with their mothers for around 18 months –

Could they stay for 19 months? (yes)

The students name the two prepositions which are the same and complete the sentences.

Answers

About and *around* have the same meaning in this text.

- 1 between 2 about/around 3 including 4 between
- 5 including

PLAN The students should find out information about their animal to answer the questions in Exercise 6. They can find the information in L1 but they must write it down in English. Weaker students could do the planning and writing stage in three pairs, each pair taking responsibility for one paragraph.

WRITE Write the paragraph plan on the board. Tell the students to use the prepositions *between*, *about* / *around* and *including* at least once.

IMPROVE Tell the students to look for grammar, vocabulary and spelling mistakes. As an extension, the students read each other's writing and answer the questions in Exercise 6 about the new animal.

Project

Wonders of our country

- Ask if anyone knows the Seven Wonders of the World. (The Pyramids of Egypt, Hanging Gardens of Babylon, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum at Halicarnassus, Colossus at Rhodes, Pharos of Alexandria) Show some photos or a YouTube clip of them.
- Arrange the students into groups of five. They must make a PowerPoint presentation of five wonders of your country. Brainstorm some examples of natural and man-made things in your country.
- First, they should make a list of possible places and then choose five of them.
- Then, they find information about each of them.
- Each student prepares a slide about one wonder.
- Finally, they should put the slides together, check their English and then present to the whole class.

Cooler

Have a quiz of the unit content.

- 1 Which is older – Everest or the Amazon rainforest? (Everest)
- 2 Could you grow vegetables in Greenland 50 years ago? (no)
- 3 What is the longest river in the UK? (the Severn)
- 4 What is the driest part of the UK? (the east)
- 5 What is a baby panda called? (a cub)
- 6 How many hours a day do pandas spend eating? (12)
- 7 How long does the kakapo stay with its mother? (10 weeks)
- 8 Which countries does the Siberian tiger live in? (Russia, China, North Korea)

Teacher's resources

Student's Book

Grammar reference and practice page 148

Vocabulary list page 138

Workbook

Unit 2 pages 8–11

Go online for

- Progress test
- Corpus tasks